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AUTHOR	Kuhmerker, Lisa
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ABSTRACT

This bibliography, consisting of five major topical sections, is introduced by a brief annotated listing of books appropriate for a first acquaintance with the field. Section I, Moral Development, is a comprehensive listing of books, articles, and theses in this growing field. The second and third parts, Values in Education, and Related to Values in Education, are designed to be used together. The latter section incorporates books and articles that shed light on the development of values in social studies, social education, and the teaching and learning of social strategies. Psychological Approaches to Learning of Values, Section IV, contains a research oriented selection of books and articles on personality and social development, and value formation. The last section, Cultural Approaches to Learning of Values, lists studies that focus on sexual, social class, and cross-national differences that are culturally conditioned. A selected number of items are cross-referenced under two sections. (Author/JLB)

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A BIBLIOGRAPHY ON MORAL DEVELOPMENT AND THE LEARNING OF VALUES IN SCHOOLS AND OTHER SOCIAL SETTINGS*

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A BIBLIOGRAPHY ON MORAL DEVELOPMENT AND THE LEARNING OF VALUES IN SCHOOLS AND OTHER SOCIAL SETTINGS*

Contents

This Bibliography consists of five parts:

I Moral Development
II Values in Education
III Related to Values in Education
IV Psychological Approaches to Learning of Values
V Cultural Approaches to Learning of Values

A selected number of items are cross-referenced under two headings. Most references appear in one location only. When an important entry consists of a collection of chapters or essays, the reference is listed under the names of the editors and of the most significant contributors.

I In the section on Moral Development we have attempted to be as comprehensive as possible in listing all the references in this rapidly growing field.

II The bibliographies on Values in Education and Related to Values in Education are designed to be used together. The former lists books and articles; the latter incorporates references that shed light on the development of values in social studies, social education and the learning and teaching of social strategies.

IV The bibliography on Psychological Approaches to Learning of Values contains a selection of books and articles on personality and social development. It is oriented toward research rather than teaching techniques and is representative of that portion of the voluminous literature on child development that addresses itself to value formation.

V The bibliography on Cultural Similarities and Differences in Learning of Values lists research studies that focus on sexual, social class and cross-national differences that are culturally conditioned.

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The present listing includes some curriculum kits outlining the philosophical orientations of specific programs. A comprehensive, descriptive Bibliography of Curriculum Materials will be printed separately.

The researcher in the library will find that relevant data is scattered, but that some of the most fruitful headings for seeking information about the learning of values are:

Moral Education, Religious Education,
Social Education, Social Strategies,
Social Studies, Psychological Education and Affective Education

The Educational Retrieval Information Center does not have a descriptor for Moral Development. The most helpful descriptors will be those on:

Ethical Instruction, Ethical Values,
Moral Values, Religious Education,
Sex Education

The researcher should bear in mind that only a small portion of available research has been incorporated into the computer system.

A BIBLIOGRAPHY ON MORAL DEVELOPMENT AND THE LEARNING OF VALUES IN SCHOOLS AND OTHER SOCIAL SETTINGS

Introduction

As an introduction to the field the reader might well begin with the following reference:

(I) Sizer, Nancy and Theodore, eds. Moral Education: Five Lectures. Cambridge, Mass.: Harvard University Press, 1970.

Contents:
Gustavson: Education for Moral Responsibility.
Peters: Concrete Principles of Rational Passions.
Kohlberg: Education for Justice--A Modern Statement of the Platonic View.
Bettelheim: Moral Education.
Kenniston: Youth and Violence--The Contexts of Moral Crisis.

The contribution by Professor Kohlberg in this volume seems to us the clearest exposition of his point of view among his many contributions to the literature in this field. Professor Kohlberg's work in moral development, values and education is considered so important that all recent research reports and texts in the field refer to it. For an introduction to his research studies and to the world of other leading specialists, we recommend four brand new volumes:

(I,II) Kohlberg, L. and E. Turiel, eds. Moral Development and Moral Education. Cambridge, Mass.: Harvard University Press, 1971.

Kohlberg, L. and E. Turiel. "What Psychology Can Tell the Teacher About Moral Education," in Psychology and Educational Process, edited by G. Lesser. Chicago: Scott Foresman, 1971. (In press.)

Kohlberg, L. "Stages of Moral Development as a Basis for Moral Education," in Moral Education, edited by C. Beck and E. Sullivan. Canada: University of Toronto Press, 1970.

Lesser, G., ed. Psychology and Educational Practice. Chicago: Scott Foresman, 1971. (In press.)

An understanding of cognitive development as it has been explored by Professor Jean Piaget is crucial to a grasp of moral development. The most pertinent of many references is:

(I) Piaget, Jean. The Moral Judgment of the Child. Glencoe, Illinois: Free Press, 1948.

Many recent British references are designed to sharpen an awareness of the differences and parallels between moral and religious education in public school settings. An introduction to this aspect of the literature may be found in:

Macy, Christopher, ed. Let's Teach Them Right. London: Pemberton, 1969.

(II) Goldman, Ronald. Readiness for Religion. London: Routledge and Kegan Paul, 1965.

A volume of historical interest that will surprise the reader by its modernity is:

(II) Dewey, John. Moral Principles in Education. Boston: Houghton Mifflin, 1911.

A concise overview of various psychological approaches to education may be found in the following:

(IV) Educational Opportunity Forum, Fall 1969. Volume 1, Number IV. (Fourteen chapters in special issue on psychological humanistic education.)

The most extensive of recent cross-cultural studies is:

(V) Hess, R. D. and J. L. Tapp. "Authority, Rules and Aggression: A Cross-National Study of the Socialization of Children into Compliance Systems, Part I." Project No. 2947, Contract No. OE5-10-219, U.S. Department of Health, Education and Welfare, 1969.

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